



INTERNATIONAL BACCALAUREATE ORGANIZATION

Diploma programme
Language A1

Additional guidance

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Diploma Programme

Language A1, additional guidance

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Differences between standard level (SL) and higher level (HL)

Number of works studied

SL students study 11 works; HL students study 15 works. The course has four parts. The works studied relate to the parts of the course as shown below:

- Part 1: SL 3 works, HL 3 works
- Part 2: SL 2 works, HL 4 works
- Part 3: SL 3 works, HL 4 works
- Part 4: SL 3 works, HL 4 works.

World literature

Each written assignment should be 1000–1500 words in length. SL students are required to submit one written assignment, while HL students are required to submit two.

External assessment

The texts in paper 1 and the questions in paper 2 are more demanding for HL candidates than for SL candidates.

Assessment criteria

The criteria for paper 1, paper 2 and the oral commentary differ in some areas for SL and HL. More is expected of HL students in the areas of interpretation, literary appreciation and personal response.

Prior learning

Language A1 is a literature course designed for students who are studying the subject in the language in which they are most competent. It presumes that students have studied, or at least been exposed to, literature prior to undertaking this course. There is, however, no formal requirement for prior learning.

Mapping the objectives

The objectives for the language A1 course may be mapped on to the assessment components and tracked through to the assessment criteria as follows.

Objective	Assessment components	Assessment criteria
demonstrate an ability to engage in independent literary criticism in a manner which reveals a personal response to literature	External assessment Paper 1 commentary; paper 2 essay; world literature assignment(s)	Criteria for paper 1, particularly criterion B; criteria for paper 2, particularly criterion B; criteria for WL assignment(s), particularly criterion A
	Internal assessment Individual oral commentary	Criteria for oral component, particularly criterion B
demonstrate an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication	External assessment Paper 1 commentary; paper 2 essay; world literature assignment(s)	Criteria for paper 1, particularly criterion D; criteria for paper 2, particularly criterion D; criteria for WL assignment(s), particularly criterion C
	Internal assessment Individual oral commentary	Criteria for oral component, particularly criterion C

Objective	Assessment components	Assessment criteria
demonstrate a command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication	External assessment Paper 1 commentary; paper 2 essay; world literature assignment(s)	Criteria for paper 1, particularly criterion E; criteria for paper 2, particularly criterion E; criteria for WL assignment(s), particularly criterion D
	Internal assessment Individual oral commentary	Criteria for oral component, particularly criterion D
demonstrate a sound approach to literature through consideration of the works studied	External assessment Paper 2 essay; world literature assignment(s)	Criteria for paper 2, particularly criterion B; criteria for WL assignment(s), particularly criterion A
	Internal assessment Individual oral commentary	Criteria for oral component, particularly criterion A
demonstrate a thorough knowledge both of the individual works studied and of the relationships between groups of works studied	External assessment Paper 2 essay; world literature assignment(s)	Criteria for paper 2, particularly criteria A and B; criteria for WL assignment(s), particularly criterion B
demonstrate an appreciation of the similarities and differences between literary works from different ages and/or cultures	External assessment World literature assignment	Criteria for WL assignment(s), particularly criterion B
SL only		
demonstrate an ability to comment on the language, content, structure, meaning and significance of both familiar and unfamiliar pieces of writing	External assessment Unfamiliar pieces of writing: paper 1 commentary	SL criteria for paper 1
	Internal assessment Familiar pieces of writing: individual oral commentary	SL criteria for oral component
demonstrate an awareness of the effects of structure, technique and style as employed by authors	External assessment Paper 2 essay; world literature assignment	SL criteria for paper 2, particularly criterion C; SL criteria for WL assignment, particularly criterion A
	Internal assessment Individual oral commentary	SL criteria for oral component, particularly criterion B
demonstrate an ability to structure ideas and arguments, both orally and in writing, in a sustained and logical way, and to support them with precise and relevant examples	External assessment Paper 1 commentary; paper 2 essay; world literature assignment	SL criteria for paper 1, particularly criteria C and D; SL criteria for paper 2, particularly criteria D and E; SL criteria for WL assignment, particularly criteria C and D
	Internal assessment Individual oral commentary	SL criteria for oral component, particularly criteria C and D

Objective	Assessment components	Assessment criteria
HL only		
demonstrate an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing	External assessment Unfamiliar pieces of writing: paper 1 commentary	HL criteria for paper 1
	Internal assessment Familiar pieces of writing: individual oral commentary	HL criteria for oral component
demonstrate a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader	External assessment Paper 2 essay; world literature assignments	HL criteria for paper 2, particularly criterion C; HL criteria for WL assignments, particularly criterion A
	Internal assessment Individual oral commentary	HL criteria for oral component, particularly criterion B
demonstrate an ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples	External assessment Paper 1 commentary; paper 2 essay; world literature assignments	HL criteria for paper 1, particularly criteria C and D; HL criteria for paper 2, particularly criteria D and E; HL criteria for WL assignments, particularly criteria C and D
	Internal assessment Individual oral commentary	HL criteria for oral component, particularly criteria C and D

